UNIVERSIDAD PEDAGÓGICA NACIONAL

UNIDAD AJUSCO

PROPUESTA DE INTERVENCIÓN EDUCATIVA

LA IMPORTANCIA DE LA PLANEACIÓN Y ADECUACIÓN CURRICULAR PARA UNA CLASE EFECTIVA CON ENFOQUE HUMANISTA.

TRABAJO RECEPCIONAL

QUE PARA OBTENER EL DIPLOMA DE

ESPECIALIZACIÓN EN ENSEÑANZA Y APRENDIZAJE DE INGLÉS COMO LENGUA EXTRANJERA, MODALIDAD EN LÍNEA

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SUMMARY

INTRODUCTION

Throughout this journey which was very complicated for me since my attention was divided into three since I have two jobs in addition to that planning school activities, and activities at home among others was very productive and it helped me to realize that if you want you can accomplish whatever your objective was, as for what I learned during this process I can say that it was very enriching since there were some things that I did not know about the process of learning a second language and that although they are carried in the process can be overlooked. This work was created with the purpose of demonstrating the great amount of knowledge acquired throughout this difficult process, which was very productive and besides that, it has improved the teaching of English, as well as creating a closer approach to the great number of authors who speak and express their experience and experiences on the subject.

For me it is very important to show the learning acquired because it shows how we evolved, it shows the path from a starting point before the knowledge acquired and after a long journey, how we evolved, what improvements were found, | and what areas of opportunity still exist that we will continueworking on to get closer to perfection in the teaching practice and teaching of English.

The teaching of English is not only to open the book go to page number such and proceed to ingeniousness with the support of Google and visual learning was achieved because I was a teacher, I said it goes beyond just that is to create a procedure, is to create a didactic sequence that allows us to follow up and that in turn is being evaluated not feedback if the process is flowing or there is a need to perform a lesson plan that allows us to be successful

When we have the need to go beyond our limits, to break the barriers that limit us, specifically talking about communication, we always look for a way to express ourselves so that we can be understood. Since ancient times communication has been of vital importance because through it, we can transmit our ideas, needs, orders or simply knowledge, which pass from generation to generation, but what happens when that communication is limited by the difference of languages? This is where we find ourselves with the arbitrariness of language, since many things clash because what sounds and is written in one way in one language is not the same in the other, generating chaos. This chaos generated by this arbitrariness can cause a lot of frustration and even invite you to forget about learning a second language because of the level of complexity, commitment, time and performance it requires, When a student comes face to face with two different languages that have many similarities but also have many contrasts and in these contrasts that call into question the previous knowledge and thinking skills is where the aid of a teacher comes handy and appears in context, a person with the ability to make people who want to learn a second language, an expert in the subject and has the ability to dose the learning in small lessons that allow his students to advance in their lessons with learning situated in learning contexts favoring the students to gain more confidence and security to express themselves in a second language. But, why is important what a teacher has to offer? why is important her or his knowledge? why is so relevant for the student to have a guide, who can help, explain and can go along all the way with the student, why teachers matter? That is owing to the fact that the teacher is needed? That´s simple as ABC. The University of the People in its article why teachers are important in Society- Why Teachers   Matter   share   the   following

"Teachers are arguably the most important members of our society. They give children purpose, set them up for success as citizens of our world, and inspire in them a drive to do well and succeed in life. The children of today are the leaders of tomorrow, and teachers are that critical point that makes a child ready for their future".(unknown, 2021)

If we have to look for more reasons obviously there are hundreds or thousands of reasons why a teacher is needed for the society, but I´m not going to talk about all maybe just a few, only a small number of words, that when are over the table, they form a puzzle and every piece is very important to complete the riddle. Some of these characteristics are also mentioned in the previously mentioned article and many of them are going to be discussed all over this work. Our task as Teachers of ESL is to share knowledge and provide the students with weapons to stand out in a society every day more demanding, more complex and after each passing year is becoming more and more challenging not only four teachers but also for the students. For that reason, we have to move from point A the importance of communication nowadays to point B teachers as a pillar of society of the future to point C. Why is English very important here and now as a competence to succeed in different scenarios were knowing another language opens the door to a new world of possibilities not just in your country but also in the whole world whereby knowing another language in this case English it is a powerful tool, which can be use in most of the countries in the world and that´s because it is the number one language spoken in the world that makes it a global language, with the knowledge of a second language it is possible to get a job in another country and get a better payment, with that likelihood is possible to meet and communicate with new people around the globe, nowadays is more common to do videos to communicate feelings, thoughts, to teach, or just for fun with the knowledge of another language it is possible to reach more people if we are talking about the media there is a world or maybe a universe of possibilities. For the ones, who want to keep learning more things and become experts in their fields of knowledge also the dominion over a language can help to study around the world in the best schools. To get to this point it is relevant to go back to the basics, to the teacher again and emphasize in how important is the work of teaching for the society. The teachers work with the future, with the emotions, with the parents, with the government, a teacher is simply a craftsman working in a paradox that can be real or unreal, since we do not know what the future holds and how it will change. the pandemic has shown us that nothing is certain and that what today seems distant and unlikely can happen at any moment, but let's leave the pandemic for another time, since there is also much to mention or fabric to cut on this subject, let's cut to the chase sit back and relax and enjoy the reading we have a bunch of things to discuss among them some methodologies, experiences, theoretical concepts, different teaching contexts and so on.

CHAPTER 1: PHILOSOPHY AND THEORY

1.01 TEACHING IDENTITY

Language impacts all aspects in our lives: it gives words and expression to our thoughts and feelings and voice to our ideas. It is a rich and varied human capacity that we can easily use, that children seem to acquire automatically and that linguists have found complex but systematic and describable. In short,

I will start again with this phrase that I consider very significant and that defines my educational philosophy. Language makes us uniquely human. While many species can communicate through sounds and gestures, and some can even acquire certain aspects of human language, no other species is comparable to humans concerning the creativity and complexity of the systems humans use to express thoughts and communicate. . We can manipulate elements in our language to express complex thoughts and ideas, and we can understand words and sentences that we have never spoken or heard. This ability is shared by hearing and deaf people and emerges very early in the development of children, who acquire adult linguistic competence in an astonishingly short period. It is the faculty of human language that makes this possible. Used as a probe into the human mind, language provides us with a unique window through which we can investigate a fundamental aspect of what it is to be human.

"My brother has his sword, King Robert has his War-hammer, and I have my mind… a mind needs books as a sword needs a whetstone, if it is to keep its edge,"

Tyrion Lannister of the series Game of Thrones.

Why this phrase because I consider that it is important to sharpen the mind by continuing to work on our educational process which is not static should be continuous and always with the idea of achieving the greatest possible number of achievements in order to reach the maximum achievement of learning.

Students want and need to learn as much as they need food, clothing, and shelter. An educator's primary job is to fill those needs that are paramount to learning by creating interesting and relevant learning experiences every day. The greatest gift a teacher can give to students is to motivate them with the experience of learning success in a humanistic, friendly, and comfortable approach to learning during the learning process, but all this will not happen just because the teacher is present and has a perfect lesson plan, the student must also be involved in the educational process, being the most interested in it, for this reason students learn best by doing many tasks; active teaching encourages active learning. Teachers should treat students as active participants in the learning process, giving them skills, such as: How to study, how to take notes, how to memorize, how to express themselves effectively. These skills will help them to be part of a high-performance learning team. Also, students should be encouraged to explore and research information beyond the confines of the classroom and textbooks. Research has shown that youth learn best by the active involvement of the learner and this is the key. To make the teaching knowledge incredible and skills by using a variety of tools and techniques will provide good learning experiences for the students.

"Learn by doing" is a basic concept, and often it is the best way to retain knowledge, focuses its efforts on getting individuals to perform certain actions (proposed as a group) and observing the effects of these events. The results are then analyzed to determine the impact of these actions in the specific situation of each case. In this process, the consequences of these actions are detected and the effects of future actions can be forecasted.

Knowledge, skills, and tools are obtained through action(Donalek, 2004). . Simulating situations that could be faced in a short period of time, makes the members of the dynamics make strategic decisions that order the ideas and lead to success in the future.

These studies mention that of all that is seen during a class in percentages per activity what is retained is ten percent of what is read, twenty percent of what is heard, thirty percent of what is seen, fifty percent of what is seen, and heard, seventy percent of what is said and talked

about with other people, and ninety percent of what is said, done and explained during a class in interaction, in this work, we are going to use the sample and the action as a whole, which means that the theory will always go hand in hand with the practice in conjunction with the accompaniment of the students. Throughout this wonderful process I have discovered and at the same time sharpened or improved many skills as well as improved some others that I already possessed In the same way, I approach the authors a little more to understand the linguistic process in which my educational practice was modified.

1.02 MY TEACHING PHILOSOPHY

Describing my teaching practice is simple, I will go back to the beginning since I was in elementary school, because it was a significant starting point that marked my life and my perspective of how a teacher significantly influences a student and marks him/her for life, mentioning how this can be positive or negative and influence the student's decisions to proceed as motivation to improve or refusal to abandon or hate their education process forcing them to give up.

Since I was a child I had a bad experience with a teacher because I was left-handed at that time there was no awareness of the fact that it did not matter whether you were left or right-handed it worked the same way and it was the time where the teacher was absolute that is to say what he said was always true so I had to suffer from blows on my left hand so I came to hate the school without even giving me the opportunity to know if I was good at it or not it was an unpleasant experience and I only remember to hate that teacher which leads me to the following an important aspect to be considered, which in some cases prevents the teacher-student relationship from favoring effective learning, is the age of the teacher, since a part of the teaching staff are teachers between 50 and 60 years old and even due to the impairment and reduction of physical capacities caused by age, which generates that in some cases there is no empathy with the students not even understanding or patience with the students, This means that the age difference between teachers and students is considerably wide, which means that students do not identify with their teachers, and therefore there is apathy in the classroom and the teacher-student relationship deteriorates. The psycho-pedagogical theory of humanism mentions that the study and promotion of the integral processes of the person studied in its interpersonal and social context this approach mentions that the students are individual, unique entities, different from others, different from others; people with initiative, with personal needs to grow, with potential to develop with the potential to develop activities and to solve problems creatively. In its conception, students are not beings that only participate cognitively, but people with affective abilities, initiative, and personal needs to grow, with the capacity to develop activities and solve problems through creative thinking. In his conception, students are not single, unique, different from others, with personal needs to grow, with the potential to develop activities and solve problems creatively. In his conception, students are not beings that only participate cognitively, but people with affective cognitively, but people with affections, concerns, interests, values, and particular ideas which must be considered in their total personality. The humanistic learning theory was developed by three famous and strong members of the educational tree Abraham Maslow, Carl Rogers, and James F. T. Bugental at the beginning of the 20th century. Humanism was a response to the common educational theories of the time: behaviorism and psychoanalysis. Abraham Maslow is considered the father of the movement. Maslow and the humanists believed that behaviorism and other theories of psychology had a very negative impact on learners; for example, the operant conditioning of behaviorist psychology suggested that learners only acted in a good or bad way because of reward or punishment and that they could be trained based on that desire for reward and this lead to a negative

effect in the long run because the learner would ultimately only be waiting for a reward for performing an activity and not for the joy of learning. Maslow and humanistic psychology suggest that learners are intrinsically good and will make good choices when all their needs are met. Humanistic psychology focuses on the idea that learners bring out the best in themselves and that human beings are driven by their feelings rather than by rewards and punishments. Maslow believed this and wrote many articles to try to prove it which I completely agree with from my own experiences. For this reason and taking as a reference the Humanist theory I firmly agree that there must be a relationship between teacher and student without skipping the limits of the roles attributed to them, the teacher as a companion in the educational process and the student as a learner and main character of the educational process. for that reason, I believe that a class where the student sees the teacher as a person he trusts completely and besides that, someone who listens to him, accompanies him in his process, and even more important, advises him, is without a doubt a class where the student will surely learn and it will be something that will last in his life. and that is my educational practice, one where trust centered on humanism is the basis of the education of excellence.

1.03 THEORY, TEACHING PRACTICE AND IDENTITY.

Classroom management is one of the most important roles that teachers play because it determines teaching success. Effective teachers appear to be effective with students of all achievement levels, regardless of the levels of heterogeneity in their classes. Effective classroom leaders are those who know and use particular instructional strategies and techniques. Even if the school in which they work individual teachers can produce powerful learning gains for students. The three basic concepts that empower the previously mentioned ideas. To start talking about *second language acquisition are **Behaviorism and Structuralism, Generative Linguistics and Sociocultural Theory*** these are well known as the schools of thought structured in the following form, According to Krashen's input hypothesis, learning will occur when learners are exposed to i +1, being "+1" all input that is slightly beyond the learners' current level. (EEAILE, 2021) Krashen, S. (1982)
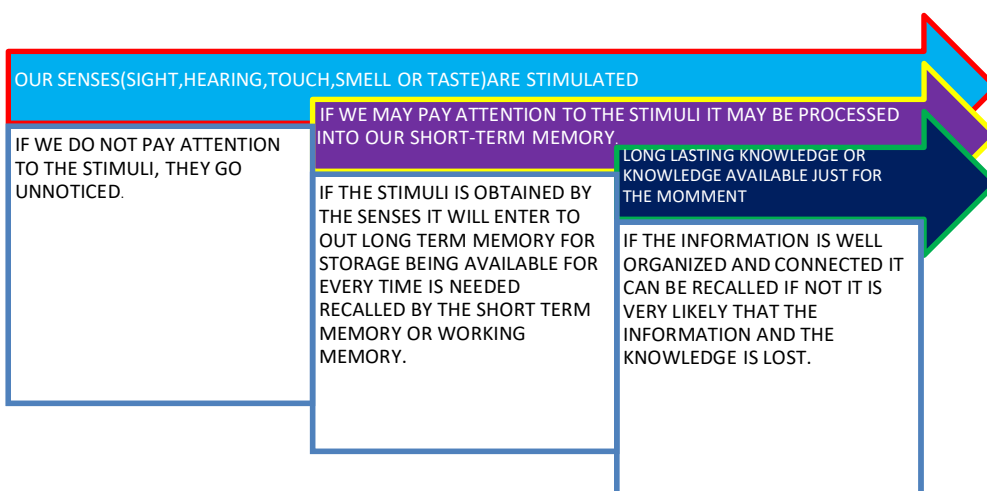
Based on the teachings of Maslow and the statements of the theory of behaviorism, structuralism, Jacobson model of communication as well as the theories of Krashen hypothesis entry where he mentions that learning occurs when students are exposed to i + 1 being this favored in the didactic planning to promote the learning of

students, as this happened throughout the implementation of the embodied in the planning and didactic sequences shown in the planning.

First what do we teach when we teach English what is the main focus of the class obviously this is stated by the need shown by the students in the fist evaluation efficiently done the fist day the students are met, after that we need to choose a model of communication to follow taking into account the model of communication in this case the model of Jakobson based on the theory of humanism selected by the teacher according to the ideals acquired in the teaching practice is the one that best suits their needs. Effective use of classroom management techniques can drastically reduce interruptions in your classes. Pupils in classes that use effective classroom management techniques achieve Effective classroom management techniques perform better than students in classes that do not employ effective classroom management techniques. It is impossible for a teacher to manage instruction or for students to work productively if they do not have guidelines for moving around the classroom, or if they frequently interrupt the teacher and others. The students in the class in which rules and guidelines have been applied the class in which rules and procedures were followed are not respected and are not followed than the students in the class in which standards and procedures were not applied. Effective classroom management requires appropriate rules and procedures. Rules and procedures vary from teacher to teacher and from classroom to classroom. The most effective classroom management involves the design and implementation of classroom rules and procedures. Rules and procedures should not simply be imposed on students. Proper design of rules and procedures involves explanation and group input. The explanation is important to help students see the need for the rule and, therefore, accept it. Some students are not shy by nature but simply have no idea what to say or where to start, While their peers use the trial-and-error method they prefer to keep quiet and not risk of embarrassment. A good way to help them overcome this fear of embarrassment is to provide them with speaking tasks with a defined structure and defined guidelines.

1.04 THE THEORETICAL PERSPECTIVES OF THE COMMUNICATIVE APPROACH

The Task Based approach: focuses on the use of authentic language and on asking students to do meaningful tasks using the target language This approach helps us define the complementary roles of manner and sense-centered work in our methodology. the task-based approach may be one of the best approaches because it focuses on activities centered on tasks to be performed in order to accomplish a goal of involving learners in the comprehension, manipulation and production of the target language when the focus is on meaning rather than form because the activities provided by the teacher will be the tasks to be performed that will allow the learner to be involved and interested in the achievement of their learning by accomplishing certain tasks that will allow them to increase their knowledge of the target language.
Task based approach is based in two fundamental assumptions:

A) **Engaging students in task provide a better context for the activation of learning process than form-focused activities.**
B) **Language learning is believed to depend on not only providing students with comprehensible INPUT but also engaging them in task that require from them to negotiate meaning.**

this approach is effective because it keeps the student focused on the process rather than on the product, which is the teacher's evidence of whether or not the student has achieved the learning. on the

other hand, the activities focus on communication and meaning, helping students to obtain better pronunciation and mastery of the language. task based approach is based on an array of learning principles. learning cannot be achieved without these principles, which are relevant and of vital importance for the learner to know. they can be communicated from the beginning or throughout the learning process.

The first action is to provide students with the correct input of information as well as to be aware of the output that is necessary in the process of learning and language acquisition.

The second action, and I consider the most important, is and will always be motivation, which can be intrinsic or extrinsic, no matter which one moves the student and motivates him/her to remain active in the learning process. Both must be monitored by the teacher and cultivated so that they do not get lost along the way or at the first difficulty.

The roles of the student in this model are as a participant in a group that is enriched by the participation of everyone in and during the activity, it can be as a monitor since in all learning groups there are always students who have difficulties to achieve the learning objective and last but not least there must be the student who guides the group and who takes risks in the innovation of their practices or simply of the ideas.

The roles of the teacher when using this approach are those of selector and dispenser of the tasks to be performed by having all this grounded, analyzed, justified and documented in its planning, the teacher as the last activity during his class is necessary to generate awareness in his students to carry out the activities assigned by the teacher and that they are followed to the letter in order to achieve the expected learning.

This technique encourages fluidity by increasing the student's confidence with each work performed and by decreasing the direct correction of errors.

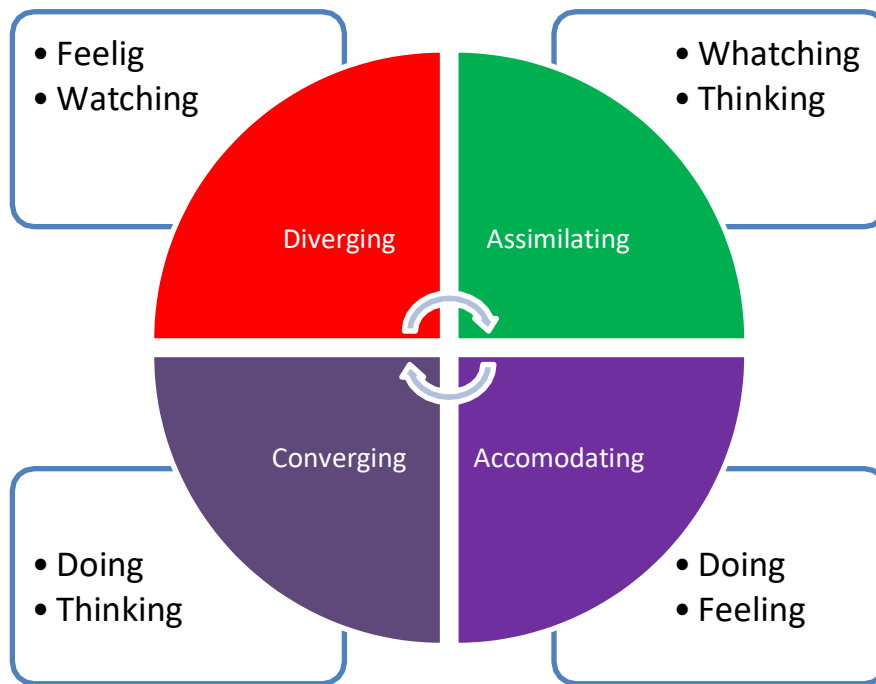The tasks are divided into 3 categories:

Critical occupations, in which students react to a particular situation by expressing their feelings or opinions.

Recognized classroom assignments that are practiced in homework-based learning incorporate presentations on an assigned topic and interviews with peers or adults in the target language.

A great virtue of TBL is that students have a certain level of independence in learning the language they want to learn.

1.05 KOLB'S MODEL OF EXPERIENTIAL LEARNING:

The essence of Kolb's model created in 1974 is just an explanation of the learning process, which is explained as a period of 4 stages. The four stages are the concrete experience which implies that the student does things in order for learning to occur. the second stage consists of reflective observation which consists of going back a bit to review and reflect on what happened, the third stage consists of making an abstract conceptualization which will allow the student to integrate what he has learned to what he already knows and possibly dominates and lastly and most important is the active experimentation which is when the student knows when and how he will use what he has learned.
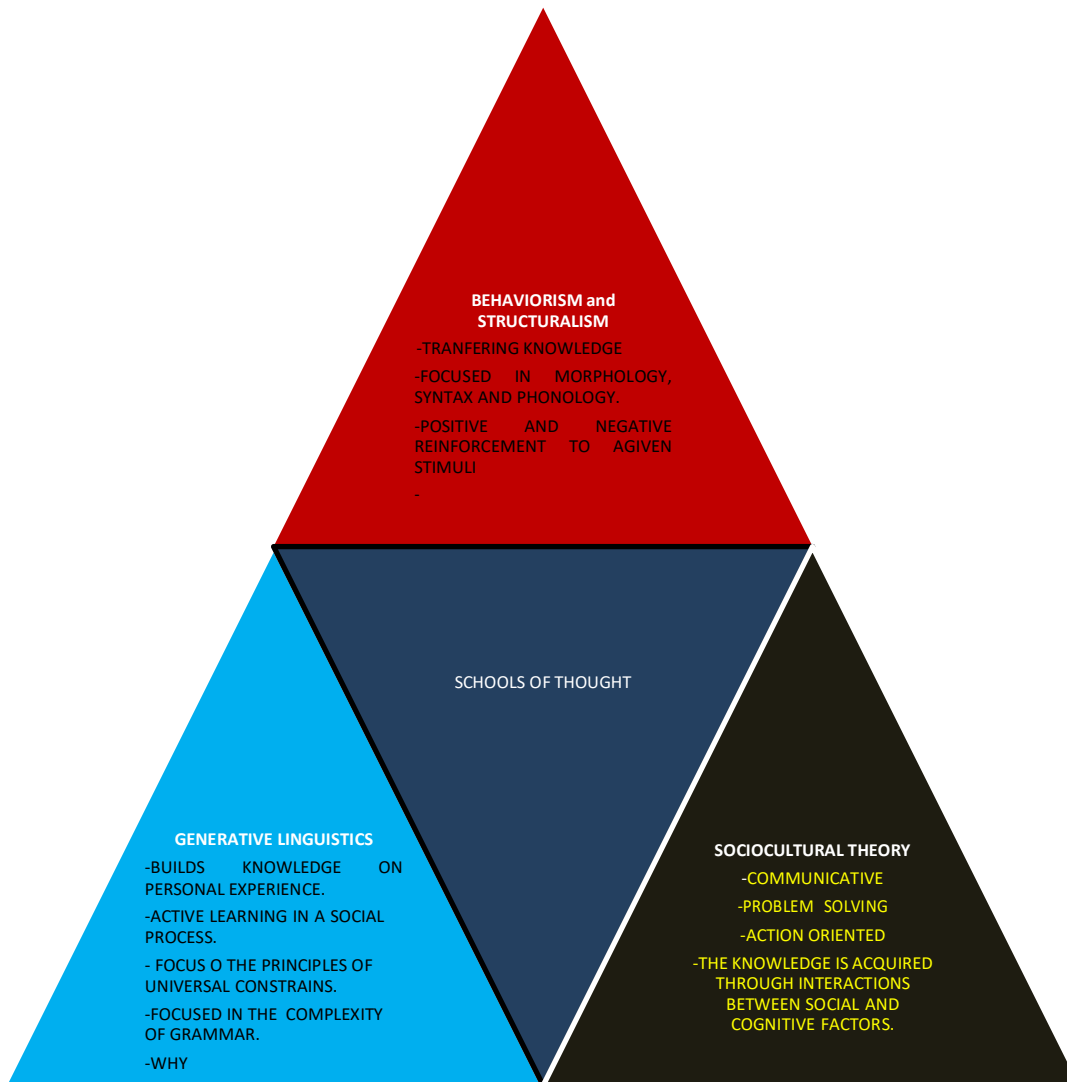
- Feelig
- Watching

Diverging

- Whatching
- Thinking

Assimilating

Converging

Accomodating

- Doing
- Thinking

- Doing
- Feeling

1.1 Kolb´s model and learning styles.

Kolb's experiential learning theory maintains an extensive range of applications, which they integrate helps students to publicize themselves, to help teachers transform them into reflective teachers, to detect students' learning styles and develop Teachers of the Students. For example, if every day the teacher reflects his work and defines a small thing to modify to improve his work, then at the end of the year there will be many improvements.

I consider that both approaches are similar and feasible to use if the context allows it, because we must always consider the needs of the students as well as their possibilities to carry out such activities. The differences that are most noticeable in the approach focused on the performance of tasks or activities is that the first model mentioned above focuses only on the performance of activities and makes no mention of the roles that members of the organization play.

1.06 HOW SLL GAIN OR LOSE KNOWLEDGE.

As can be seen in the diagram, it is of vital importance the work of the teacher in preparing the information in such a way that it is attractive, interesting, dynamic but above all very well organized. Which leads us to the fact that within the organization we must consider which approach should be taken based on the needs of the students, therefore the three approaches of the schools of thought will be explained.

BEHAVIORISM and STRUCTURALISM

-TRANFERING KNOWLEDGE

-FOCUSED IN MORPHOLOGY, SYNTAX AND PHONOLOGY.

-POSITIVE AND NEGATIVE REINFORCEMENT TO AGIVEN STIMULI

-

SCHOOLS OF THOUGHT

GENERATIVE LINGUISTICS

-BUILDS KNOWLEDGE ON PERSONAL EXPERIENCE.

-ACTIVE LEARNING IN A SOCIAL PROCESS.

- FOCUS O THE PRINCIPLES OF UNIVERSAL CONSTRAINS.

-FOCUSED IN THE COMPLEXITY OF GRAMMAR.

-WHY

SOCIOCULTURAL THEORY

-COMMUNICATIVE

-PROBLEM SOLVING

-ACTION ORIENTED

-THE KNOWLEDGE IS ACQUIRED THROUGH INTERACTIONS BETWEEN SOCIAL AND COGNITIVE FACTORS.

1. SCHOOLS OF THOUGHT.(EEAILE,2021)

Each teacher can follow one of these three paths, which can lead to success or to a complete failure, allowing him/her to taste the sweet taste of frustration when not achieving in his/her students the substantive learning that is well known nowadays, since what is sought is to achieve an integral education that prepares the student to be inserted in society and for the world of tomorrow.

For that reason, it is also necessary to consider that three points of view can be taken that allow the teacher to consider not only three paths but also to first enter a wide forest of information considering the multiple options available to the teacher in order to have a meaningful teaching practice that leads to success and with that to the achievement of substantive learning in their students and even better that they become bilingual with a good mastery of English.

	COGNITIVE	HUMANITIC	BEHAVIORAL
FOCUS IN:	HOW THE STUDENT ADQUIRES THE KNOWLEDGE.	UNDESTAND THE DEVELOPING OF FEELINGS, ATTITUDES AND VALUES.	UNDERSTANDS HOW THE ENVIROMENT MODIFIES THE STUDENT BEHAVIOR.
A TEACHER SHOULD KNOW BEFORE ITS USE.	INFORMATION PROCESSING BASED IN MEANINGFUL LEARNING.	THE BASIC NEEDS AFFECT (EMOTIONS, FEELINGS, ATTITUDES, VALUES, PREDISPOSITIONS, MORALS) SELF-WORTH.	CONTIGUITY BASED IN CLASSICAL CONDITIOING OPERANT AND CONDITIONING OBSERVATIONAL LEARNING.
SPECIAL CONCEPTS	SHORT- LONG TERM MEMORY, LINKING NEW AND OLD INFORMATION CLARITY AND INSTRUCTIONAL VARIETY	SELF-WORTH EFFICACY	POSITIVE AND NEGATIVE REINFORCEMENT.

2.APPROACH TO THE SCHOOLS OF THOUGHT.

1.07 ACQUIRE A LANGUAGE VS LEARN A LANGUAGE

Bringing up the new word brings uneasiness to most of these learners. When we talk about teaching specially another language is a process that does not just require teaching by itself. There is the difference in teaching English and how it is developed. Language acquisition is a process that involves both the development of our language and also those of others, the first step follows in developing a language is to learn the basic concepts of English since the beginning for example colors, numbers, ABC, and so on, obviously this is not the beginning for a person of average age who wants to learn English because is needed or because the requirement to be competitive today is to be proficient in at least a second language. so that's why is necessary to explain what´s the difference between language acquisition and learn a language as a first reference Brian Tomlinson whom, is considered one of the world's leading experts on materials development for language learning in his book English language Materials: A critical review shares the following about the topic:

"ELT materials are designed for teaching English rather than for learning it. Note also that I´m making a distinction between language acquisition and language development" "**For me language acquisition is the initial stage of gaining basic communicative competence in a language**" **…** (Tomlinson, 2008)

According to Tomlinson in this book there are a few requisites for language acquisition one of them a rich experience of language in use. He also adds the following:

- The language experience needs to be contextualized and comprehensible.
  (Krashen 1985,1993,1999)
- The learner needs to be motivated, relaxed, positive, and engaged.
  (Arnold 1999, Tomlinson 1998b,1998d,2003d)
- The language and discourse features available for potential acquisition need to be salient, meaningful and frequently encountered.
  (Maley 1994,1998, Tomlinson 1998b)
- The learner needs to achieve deep and multi-dimensional processing of the language.
  (Tomlinson 2000c,2001b)

This steps for achieving the language acquisition are true but still the question is un answered what´s the difference between language acquisition and language learning? Krashen in his book second language acquisition and second language learning shares the following:

> The problem of the ideal linguistic environment for the mature second language learner has been addressed empirically in recent years in a number of studies. It is a question of evident importance for the language teacher and learner and has also become a basis of concern for the individual psycholinguist interested in the nature of the primary linguistic data or linguistic information fundamental to the language acquisition to be generated. In these studies, two types of linguistic spaces are contrasted: artificial or formal, found primarily in the classroom, and natural or informal. (Krashen 1985,1993,1999)

Krashen and Selinger (1975) found that all adult language teaching systems use occupations in which linguistic rules are presented one at a time and in which there is some form of feedback (correction and/or error detection). Several studies, which will be considered in some detail below, suggest that adults not only have the potential to increase their second language proficiency in informal settings, but that they have the potential to do so as well as or better than learners who practice by themselves.

Even with this, the difference between acquiring a language and learning it is not answered, so I will explain it in the following way:

language acquisition:

is the subconscious development of language that takes place as a result of interactions and input obviously well channeled by the teacher thus creating an unintentional process that allows the learner to achieve second language acquisition.

Requires:

- **The student must be engaged with the language.**

- **Comprehensible input it the key to accomplish the language acquisition.**

- **Opportunities for language acquisition can be found in many places.**
- **Passive study can result in incidental learning.**
- **Acquisition takes time.**

 Language learning:

Language learning is the result of direct instruction in the rules, structures, or lexis of the language. Often an unintentional process.

Requires:

- **Explicit instructions and focused study are beneficial to second language study.**
- **In SLA the role of the teacher it´s vital for the students.**
- **The input and how the teacher does it in a structure is the key for success.**

**ACQUISITION**   **LEARNING**

Subconscious and incidental process   **conscious and intentional process**

(EEAILE, 2021)

Learners can acquire language in two ways: inadvertently and implicitly (acquisition) or consciously and explicitly (development) (learning). Learners use their "acquired" information when they produce language. That is, learners are more focused or worried in expressing the right meaning at the time of production than concentrating on grammatical structure at the time they talk or speak with someone.

1.08 THE ZONE OF PROXIMAL DEVELOPMENT.14
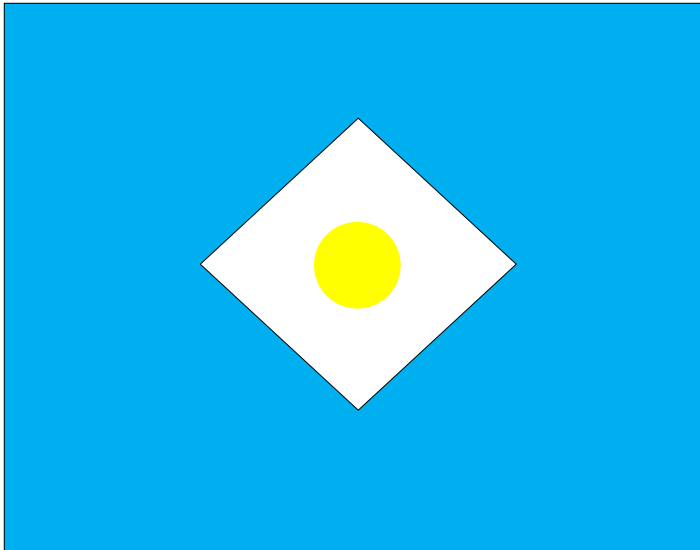
🟡 **Tasks that the learner can do without assistance.**

⬭ **Task that the learner can do with assistance.**

🔵 **Tasks that the learner cannot do even with assistance.**

The ZPD is optimally challenging because tasks are calibrated to the learner's level, and appropriate support and scaffolding ensure that tasks can be completed. The creation of ZPDs necessitates help with mental structuring of instructional practices as well as sensitivity to the learners' current abilities.

Vygotsky's theory of child development was developed in the 1950s and 1960s, when he proposed the notion of a child's 'zone of proximal development' - the region of sensitivity for learning that he saw as important to understanding human development. The zone of proximal development (ZPD or Zoped) is defined as the difference between a child's actual developmental level and their potential development. The child's ZPD is not static; with proper support for learning the child's competence in this area changes.

The (ZPD) aims to examine children's intellectual potential under optimal conditions. As such, it builds bridges between the mind of the individual child and the minds of others. Vygotsky was concerned with designing programs that could support the learning needs of children with disabilities or mental retardation. (WALKER, 2017)

1.09 THE INPUT HYPOTHESIS15

To start with this topic is necessary to explain the term input that is the following:

Input, a word borrowed from industry referring to the raw material that is put in a machine for processing, can be defined in teaching as spoken or written forms of language to which students are exposed. (EEAILE, 2021)

Krashen had suggested that language is gained through exposure to comprehensible input, which he defined as linguistic input (i) that is at or slightly above the learners' current level (+1). According to Krashen's input hypothesis, learning will be acquired once the learners are exposed to i +1, with "+1" being all input that is slightly above the learners' current level. Nevertheless, this ambiguous answer has been highly controversial, and there is no direct way to test what "slightly above" means. Although the input hypothesis is not directly supported, there is no doubt that input is crucial for language development (EEAILE, 2021)

The different ways in which a teacher exposes his students to the contact with English can vary from the schools of thought mentioned above, the expositions must be well planned in order to make a didactic sequence that does not saturate the student and that facilitates him to have small achievements and at the same time allow him to generate the interest to continue learning, since by having small achievements, habits are formed that later will be affected in a positive way, thus creating a habit and a taste for learning a second language from the input approach according to Krashen in this way what the students acquire as a result of a given stimulus is not only the knowledge of a second language but also a tool that will serve them to perform effectively but also to enhance how the student will develop in society in a situation of cultural exchange in which they need to make use of the tools contained in their knowledge as well as their skills acquired at the time. Optimally, over time, learners would replace their observable, automatic L1 habits with their new, L2-specific habits. In order to replace the "old" habits with the "new" ones, it was necessary to find out what those "new habits" were.

1.10 CONTRASTIVE ANALYSIS HYPOTHESIS 16

This theory consists in the mention of the fact that L1 interferes with or facilitates the acquisition process resulted in the development of the Contrastive Analysis Hypothesis (CAH). The CAH developed detailed descriptions of the similarities and differences among the world's languages in order to expand shared knowledge about languages. (EEAILE, 2021)

This theory mentions how making contrasts between the etymological roots of languages and finding similarities and differences allows the L2 learner to assimilate the mistakes made with certain words, words or phrases that in L1 might mean one thing but in L2 are something else.

For this I will mention the clearest example that I have at the moment and that is very funny also some songs that for years in Latin language were understood confusingly two of them which are Queen= I want to break

free= Aguanta un refri and Bob Marley= I wanna love you= agua en el oyo two perfect examples that can fit this theory and that is also something common among groups of people who learn a second language at a beginner or basic level. The ability to forecast certain errors as a teacher can help to prepare exercises. This is true in the context of a foreign language if we speak both Spanish and English. Teachers and researchers are encouraged to examine the role of previous and distinct language knowledge as a result of bridge effect.

CAH "is a way of comparing languages in order to determine potential errors for the ultimate purpose of isolating what needs to be learned". (EEAILE, 2021)

CHAPTER 2: METHODOLOGY AND PRACTICE17

2.01 ANALYSIS AND OBSERVATION OF PROCESSES.

The role of the four closely relevant factors has gradually been acknowledged in second language (L2) learning. For years there has been a debate about their role. It is now widely recognized that input is essential for language acquisition. In addition to input, intake, interaction and output are three essential elements in L2 acquisition.

INPUT

In language learning, input is the data which the learner is exposed to. For second language acquisition (SLA) there must be two prerequisites: L2 input available to learners and a set of internal mechanism to account for how L2 data are processed. There are generally three views on how this information should be processed. Towards the issue of input there are generally three views: behaviorist, mentalist and interactionist.

INTAKE

When we talk about intake, we can only refer to what is understood from the information received either by the environment or by the learner's perception of it.

INTERACTION

Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation. In conversations involving NNSs, negotiations are frequent.

OUTPUT

Output is the language a learner produces. Only when learners are "obligated" to produce comprehensible output do they have an incentive to do so otherwise their input alone is insufficient.

The use of the four elements previously analyzed is frequent, starting with the INPUT, since the input is used at all times, from the environment created in the classroom to all the materials used to involve the students and make them interested in learning the language. The importance of input for the development of a class is vital, noting that if students are accustomed to being given directions in their L1 or mother tongue, they will soon fall into the comfort zone, preventing the creation of a learning environment.

In order to address this concept INTAKE, it is necessary to make use of constant communication with the students so that the teacher makes sure to check what the students are absorbing from the information provided and in such a way that the input is followed up in order for the intake to be successful.

The interaction is very simple, it almost happens by itself, you only have to use a triggering question that makes the students or those who want to learn become interested, thus generating the interaction with the need to participate, attracted by the subject matter.

And as a final and medullar point, the output or the language that the people who want to learn produce as a consequence of what they have learned in the previous interactions, in the output we can be a little more critical since in the output when the learner is forced to produce a quality English is when the learner is forced to produce a quality product.

2.02 THE EXPERIENCE THROUGH THE CLASS:18

Throughout the class we detected many very dynamic moments in which the students were very interested and interacted with the class from the perspective of individual and collaborative work since there were many moments mentioned in the zone of proximal development mentioned by Vygotsky. Throughout the class since the student through his interaction had to generate his learning by means of the interaction with the material and with their peers. also during the class for some students it was difficult to interact due to the lack of confidence to express themselves or simply because they did not understand the concept, limiting their interaction with their classmates and themselves. the interaction with the materials was very simplified and for this reason, being guided, there is no difficulty in carrying out the activities is worth mentioning that the materials were previously selected for their interaction with the students and were designed to achieve the objective set forth in the didactic planning. as for the personal performance of each student, it is important to mention that I consider that it was very much like in each classroom according to the level of each student and how in each classroom there are

students with an excellent level of performance and interaction as well as others with a desirable level and those who need constant counseling.

2.03 JUSTIFICATION OF THE CHOSEN MODEL:19

The school where I work is public, most of the students are of low socioeconomic level so English does not figure in their lives, they know it exists, they know it is necessary but even so it is not a goal they want to achieve, not even for some of them whose life goal is to leave Mexico to follow the American dream, although it seems absurd, they want to go to another country but they are not interested in taking the necessary tools to excel or at least make the suffering more bearable, most of them do not understand that English is a key that opens doors worldwide. Because of this, the activities are very basic but still with a certain level of difficulty so that it is not so easy to perform them otherwise it would be very simple and would not give rise to a good moment of individual reflection.

The bottom-up model developed in 1960 by James J.Gibson, is taken as the basis since it is the model that forces the student to tear the text to devour it little by little allowing the student to soak up more information involved in this phoneme, words, pronunciation, intonation, among others, for this reason it seems to me the most appropriate model to work on the two selected readings.
This is also because it goes hand in hand with the teaching of phonics which I think is very effective for students who are just beginning their journey in learning a second language. Not mention the well- to-do fact.

2.04 LESSON PLAN:19

LANGUAGE SOCIAL PRACTICE	PRACTICE OF THE MODALS
PURPOSES	THAT THE STUDENTS NEW, PRACTICE AND MASTER THE USE OF MODALS
COMPETITION THAT IS FAVORED	• **Practice of the language** • **Use of their knowledge to express her of his ideas clearly** • **SPEAKING** • **READING** • **LISTENING** • **WRITING**

× **FIRST: INTRODUCTION OF A NEW IDIOM: "TO BITE MORE THAN YOU CAN CHEW" THE STUDENTS HAVE TO PRACTICE WITH THE IDIOM AS A FIRST STEPS USING THE IDIOM IN A IMPROVISED CONVERSATION AND AFTER THAT IN A SENTENCE(10 MINUTES).** × **CONSEQUENTLY THE STUDENTS WILL WATCH A VIDEO WERE THEY ARE GOING TO IDENTIFY THE IDIOMS IN THE VIDEO AND THEIR USE.** × **EXPLANATION OF THE NEGATIVE MODALS.(WHITEBOARD)** × **WORK IN THE BOOK.**	MONDAY
× **STARTING THE CLASS WE'RE GOING TO PRACTICE WHO TO SHARE THEIR CONCLUSIONS AFTER DESCRIBING THEIR IDEAS ABOUT A PICTURE.(EVERY STUDENT WILL DO IT)** × **READING STARTING A NEW LIFE. LISTENING ACTIVITY** × **STUDENTS WILL ASK ABOUT THE WORDS THEY DON'T KNOW.** × **ACTIVITIES OF THE BOOK.**	TUESDAY
× **Conversation practice: Do you enjoy outdoors activities or you rather spend your free time at home?** × **Speak about your favorite activities.** × **Book activities**	WEDNESDAY
× **Affirming or negating activities that they would do or wouldn't do.** × **Book activities**	THURSDAY

		FRIDAY
× **Free activity: speaking** × **book activities**		

2.05 EVALUATION CHART21

Assessment strategies:

Evaluation is a way of knowing and relating to the environment, in order to promote changes that optimize, in this case, education. From a functional perspective, it is a process that allows evidencing the learning process and one of the things that determine its effectiveness is that they are processes that pass almost unnoticed and that, therefore, students do not realize that they are being evaluated at every moment, that is why in the following planning qualitative evaluations are proposed, where the teacher can observe and record the progress in learning throughout the development of the activities.(UNESCO,1980)

Grading	Explanation	6-7	8	9	10
Pronunciation	Understand how the student can convey his ideas through the correct pronunciation of English.	The pronunciation is not accurate and lacks vocabulary his answers are very basic.	Denotes understanding of the subject matter, is able to express his ideas using basic vocabulary.	Shows confidence in expressing his ideas in a concrete manner.	Confidently shows in a concrete and simple way his ideas without any difficulty to maintain a conversation. Respond to requests for clarification, elaboration, opinion, etc
Grammar usage	Understands how the student can express his ideas and express himself through the correct writing of his ideas in a text.	Can express his ideas in a little clear way with very basic vocabulary.	Can express his ideas in a simple way with difficulty to continue writing.	Can express their ideas in a concrete way.	Can express his ideas concretely and is comfortable expressing his ideas in writing.

Fluency	Understands the ease with which a student can express his or her ideas in a dialogue.	Has difficulty expressing his ideas clearly and needs help to get his ideas across.	Can express his ideas in a simple way but with difficulty to expand on the subject.	Can express his ideas clearly and with a wide vocabulary, but he lacks advanced forms of expression.	Can express your ideas in a clear and concise manner without difficulty in maintaining a conversation.
Comprehension	Shows the learner's ability to understand what is said and contained in a text.	Understands very little of what is said to him and has difficulty expressing himself. needs help to be able to share his ideas.	Understands what was mentioned during the conversation/class but still finds it difficult to link ideas and interact effectively in a conversation.	Performs actively in a conversation, with minimal difficulty in responding in accordance with what is understood in the conversation.	Their performance is desirable because their understanding goes beyond what is expected.

2.06 Description of the process:22

During the application of the work done, many of the ideas were successful in some others, as it is normal in the teaching practice, they were not successful at all, it was necessary to make adjustments, or maybe they did not come out as expected, because it is unpredictable what can happen in the classroom, we work with human capital and each student in an accumulation of situations that can change their behavior in the classroom significantly, for this reason it is necessary to consider other factors also in the application of such work, among them the emotional, the use of technologies and above all, from the point of view of the writer, the most important factor is innovation, because a teacher who does not know how to innovate in the classroom will most likely encounter daily situations of failure or his teaching practice will not be as effective because of the same.

Let's remember that the essence of Kolb's model is just an explanation of the learning process, which is explained as a period of 4 stages. The four stages are the concrete experience which implies that the student does things in order for learning to occur. The second stage consists of reflective observation

which consists of going back a bit to review and reflect on what happened, the third stage consists of making an abstract conceptualization which will allow the student to integrate what he has learned to what he already knows and possibly dominates and lastly and most important is the active experimentation which is when the student knows when and how he will use what he has learned.

Starting from the fact that a language is, above all, a system of communication through speech, language is dialogue not writing used by several of my students as a way of doubt in the belief that they would never have to write and for this reason the approach should only be spoken and not written, and that for them when returning from a pandemic to a classroom after a period of delay and lethargy in the sense that all their skills were affected by being in passive mode without supervision at home and to do everything by themselves since every act of communication requires the participation of at least two people, one speaking and the other listening (the sender and the receiver) it is necessary for the students to become accustomed to the sounds, intonation, accent and rhythm of the English language as soon as possible. To achieve this, the teacher can make use of his own voice, or of the different technical means that may be available, such as tapes, records, etc. The material chosen to practice this skill must be easy to understand and must be of a certain quality in terms of rhythm, intonation and accentuation, since it is important that the student, from the very beginning, associates the phonic representation and the global meaning of each expression with each other.

It was very easy to plan the activity since most of the students have an obvious level and dominion over the language, making it very easy for me to plan activities. During the activities, the students were very comfortable participating, since the activities were developed with the idea of following a didactic sequence that allows them to learn the language in a very simple way, in addition to putting into practice what they have learned through the use of the four basic competencies in the use of English. The activities were also designed with the idea that they would provide students with productive skills that would allow them to make use of the micro skills and the macro skills.

As for the micro-skills, they are present at all times, allowing the learner to interact with the second language whenever possible, at all times by dispelling their doubts.

The macro skills will allow the student to use appropriate communicative functions depending on the situation presented to the student, also favoring the practice in face-to-face conversations, where his communication will be effective both in his lexical and body language.

Much of the development of the class has to do with the student's ability to express and defend his or her ideas as well as to dispel his or her doubts if they exist in a conversation that can be maintained as long as the student wishes.

Leaving aside a little bit the practice in the lexical level and moving on to the grammatical level, which is also included in the lesson plan, the active practice of grammar is also proposed with each new expression obtained, highlighting also the student's ability to express his opinions in writing in a clear

and consistent manner.

As for the rubric, it was designed in the most concrete and easy to understand way for the student so that he/she can plan and plan his/her level of development based on his/her participation and performance during the class.

2.07 Attached evidences 24

Friends gather on a rooftop in Bulgaria.

INSTRUCTIONS ▲

Discuss your answers to the questions about the photo and quote.

Quality of life actually begins at home—it's in your street, around your community.

CHARLES KENNEDY

1. Where do people gather in your community?

2. How can we ensure a good quality of life in our community?

An Apartment Lease

Do you live in an apartment? Did you **have to sign** a lease? **Could** you **understand** what you signed? A lease, or rental agreement, **can be** hard to read, but you **should try** to understand what you are signing.

Your lease is a legal agreement between the owner (landlord[1]) and you, the renter (tenant). A lease states the period of time for the rental, the amount of the rent, when the tenant **must pay** it, who pays for utilities[2], and any rules the renter and the landlord **must follow**. Some leases contain the following rules:

- Pets **are not permitted**.
- Renters **may not change** the locks without the owner's permission.
- Renters **must pay** a late fee if they don't pay their rent on time.

The lease **might** even **state** how many overnight guests you **may have** and where you **can** or **cannot park**.

Many of the rules in the lease are for the benefit of the owner. The owner protects his or her property by requiring a security deposit. Usually a renter **has to pay** one to two months' rent as a deposit. The owner **can use** part or all of the money to repair any damage the renter causes. However, the landlord **may not keep** the renter's money for normal wear and tear[3].

There are also rules that protect the renter. For example, owners **must provide** heat during the winter months. In most cities, they **must put** a smoke detector in each apartment and in the halls. The owner **may not raise** the rent during the period of the lease.

When the landlord gives the renter the lease, it looks like an unchangeable document, but it isn't. Renters **don't have to accept** and sign the lease as is. If they don't agree to all the terms, they **can ask** for changes before they sign. For example, if you **would like to have** a pet, you **can ask** for permission by offering to pay a higher security deposit.

There **has to be** trust between the landlord and the renter. When looking for a new apartment, if you have a bad feeling about the landlord, you probably **ought to look** elsewhere.

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[1] landlord: the owner of a rental property. If the owner is a woman, she is called "landlady."
[2] utilities: basic services such as water, electricity, or gas
[3] normal wear and tear: the normal use of something

A young woman takes a break from unpacking to video chat with family.

COMPREHENSION Based on the reading, write T for *true* or F for *false*.

1. _____ A renter cannot ask for changes to a lease.

2. _____ The owner can use the security deposit to pay for a renter's damages.

3. _____ The owner can raise the rent during the term of the lease.

THINK ABOUT IT Discuss the questions with a partner or in a small group.

1. Imagine the following situation. You are a tenant with a one-year lease. After two months, you receive a letter from the landlord that rent is increasing by $100. What would you say or do?

2. What are some issues that a tenant and landlord might need to negotiate? You can use ideas from the article or your own experience.

8.1 Overview of Modals

Modals add meaning to the verbs that follow them. The modal verbs are *can, could, should, would, may, might,* and *must.*

EXAMPLES	EXPLANATION
A renter **must sign** a lease. A tenant **can ask** for changes before signing the lease.	The base form of the verb follows a modal. A modal never has an *-s* ending.
You **should not pay** your rent late. I **cannot understand** my lease.	To form the negative, we put *not* after the modal. The negative of *can* is written as one word: *cannot.* The contraction for *cannot* is *can't.*
If you don't trust the landlord, you **should probably look** for another apartment.	We can put an adverb between the modal and the main verb.

Notice these seven patterns with a modal:

AFFIRMATIVE STATEMENT:	We **can have** a cat in the apartment.
NEGATIVE STATEMENT:	We **can't have** a dog.
YES/NO QUESTION:	**Can** we **have** a bird?
SHORT ANSWER:	Yes, you **can.**
WH- QUESTION:	Why **can** we **have** a cat?
NEGATIVE WH- QUESTION:	Why **can't** we **have** a dog?
SUBJECT QUESTION:	Who **can have** a dog?

8.2 Phrasal Modals

Phrasal modals are expressions that are like modals in meaning.

EXPRESSIONS	EXAMPLES
have to	He **has to sign** the lease.
have got to	He **has got to return** the security deposit.
be able to	He **is able to pay** the rent.
be supposed to	I'm **supposed to pay** my rent by the first of the month.
be permitted to	You **are not permitted to park** on the side of the building.
be allowed to	You **are not allowed to change** the locks in your apartment.
ought to	You **ought to respect** your neighbors.
had better	You **had better read** your lease carefully before signing it.

Read each statement. Fill in the blanks to complete the question.

1. You should read the lease before you sign it. Why _____ ◉ read the lease before I sign it?
2. You can't have a dog. Why _____ ◉ a dog?
3. We must pay a security deposit. How much _____ ◉ ?
4. Someone must install a smoke detector. Who _____ ◉ a smoke detector?
5. The landlord must return the security deposit. When _____ ◉ it?
6. The landlord said I can pick up the key tomorrow. What time _____ ◉ the key?

1. You should read the lease before you sign it. Why should I ✔ read the lease before I sign it?

2. You can't have a dog. Why can't I have ✔ a dog?

3. We must pay a security deposit. How much must we pay ✔ ?

4. Someone must install a smoke detector. Who must install ✔ a smoke detector?

5. The landlord must return the security deposit. When must he return ✔ it?

6. The landlord said I can pick up the key tomorrow. What time can you pick up ✔ the key?

MODALS

INSTRUCTIONS: Choose the correct words to complete the sentences.

1. If you want to live in a quiet neighborhood, you _____ look somewhere far from the center

-would   -should   -be supposed to

2. This is a nice apartment. You ____ ask your landlord before you make any changes.

-are able to   -'d better   -'re permitted to

3. We ___ move when our lease ends. Our landlord is selling this building.

-have to   -must not   -haven't got to

4. We ___ hang pictures on the wall. The landlord doesn't mind.

-aren't permitted   -'re allowed   -may not

5. My sister ____ move back home last summer, but she decided to stay in Toronto.

-must not   -should   -was supposed to

6. Our family ____ go visit her in Toronto until next year.

-couldn't   -can't   -have not to

7. My neighbors are so noisy. They ____ play music all night or I'll call the landlord.

-can't   -'d better not to   -should

8. The neighbors are not happy we called the landlord, but they ____ to be loud late at night.

-had better   -must not   -couldn't

9. The woman in Apartment 3 ____ be a good cook. It always smells good outside her door.

-must not   -must   -may

10. Portland is a nice city. I ____ move there one day.

-shouldn't   -may   -could

Complete the sentences with a modal verb from the box below. Sometimes more than one answer is possible.

CAN - CAN'T – CAN'T HAVE - COULD – COULD HAVE - DON'T HAVE – HAD BETTER – MIGHT - MUST – MUST HAVE - MUSTN'T – NEED – OUGHT - SHOULDN'T

1. You_____be exhausted after your long trip. Come in and have a drink.

2. John_____taken your car keys. He hasn't even left the house.

3. I won't go out this afternoon because the weather forecast is not very good, and I _____get wet.

4. You_____to apply for the job yet. You can do it later this week.

5. I_____left my wallet in the car. I can't find it anywhere.

6. That_____be Jake. It's impossible. He said he was going to Spain.

7. You_____step into the headmaster's office without permission.

8. Tell your sister she_____stay the night here if she wants to.

9. You have already drunken a glass of wine. You_____not drive. Let me.

10. You_____see the Eiffel Tower and the Louvre when you go to Paris.

11. I_____to take orders from you. You're not my boss!

12. When I was younger, I_____run very fast.

13. Your cold is getting worse and you have a runny nose. You_____to see the doctor.

14. My husband is preparing dinner. He's not a good cook so you_____expect anything special.

15. Don't leave your window open at night. Someone_____climb in.

16. Brenda_____be over thirty. She graduated a year after me and I'm only 26.

17. You_____to come with me. I can manage on my own.

18. She_____got lost. Otherwise she'd be here by now.

19. You must be more careful. You_____been killed crossing the street without looking.

20. I didn't_____to buy more groceries. We already had enough.

2.08 Conclusion30

I consider that the role that I perform as a teacher will always be that of accompaniment rather than that of an academic one, since the fact of the new ideologies of a competitive world that it is much more important for a student to acquire their knowledge through practice, achieving with this acquired knowledge that becomes definitive and not temporary since he learned it in a significant way through practice. Because the role of accompaniment is more important than that of academic, this is because nowadays the information is on the air, the internet provides everything necessary since it has all kinds of information what the student wants to learn that can be done find in various sources reliable and unreliable alike so as a teacher who focuses on the accompaniment more than on being a professor as the good Einstein said "everything is relative" what is true today, tomorrow it may be a lie or I am mistaken for it is better to be part of the process by means of an accompaniment focused on the educational needs of the student. In conclusion, what is sought with this learning model is that the student understands how to integrate their learning, this centered on the process of meta cognition in conjunction with schemata in the search for a purpose that is achievable, creating their own strategies individually and in groups. In both ways, the amount of knowledge that the student will acquire is very broad, allowing him to create a very broad point of reference as well as his knowledge as great.

Given the influence of the cognitive approach, the negative effect that the fact that students make some mistakes when writing may have on the process of learning a language is not given as much importance as in the past, and therefore it seems logical that students learn to write from the very moment they begin to practice other skills. It is interesting, then, to begin very early to do some writing practice, either by copying sentences, dialogues, or any text that has been read, or by completing phrases and sentences that have been previously practiced in class. Subsequently, you can fill in paragraphs that have been adequately prepared with words missing from the text, and even summaries of short stories to which you have to add something else complemented with the vocabulary that was previously practiced, without forgetting to do some dictation from time to time is very necessary for students in the sense of listening and writing practice. It is necessary to try to do all kinds of exercises of directed composition, on the practice of which there are many works. Directed composition is one of the best ways to learn to write, but it should not be forgotten that writing is essentially communication, and that this implies a certain intentionality, and that it is therefore necessary to ensure that the student uses his creativity, as far as possible, within a context of real communication.

For this reason, my best version will always be the one that focuses on the maximum achievement of the students before their total satisfaction in the achievement of their learning, I am constantly evolving so I do not have a predetermined style or approach to use what if I think it will change is what I learn over the years in order to always improve. Regarding the role of my students, I always like to assign them different roles from Kolb's perspective, I consider it important that the students are rolling the roles

with the idea that in the development of these roles they acquire different competencies or abilities that allow them to have an optimal development in everything they do, in addition to the fact that these competencies obtained will not only be usable during their school life but will be for life, being relevant both in their jobs and in their homes. The style of a teacher cannot and should not be fixed, it must be perfectible and adaptable to each situation since each group is different and when working with human material the variables are always infinite creating endless possibilities in the school context and in the classroom. Once again I place great emphasis on the importance of the role of the teacher in the classroom as well as the ability of the teacher to carry out their activities in a successful way always focused on achieving the maximum academic achievement of their students but without neglecting the humanistic side that is of vital importance in these days where competitiveness surpasses human interest over the importance of the home are very changing times and everyday humanity evolves in all aspects for this reason teachers also have to be in constant evolution and preparation.

The tools and knowledge provided by EEAILE were very useful because it made it easier for me to develop my lesson plan as well as the performance of my students because even when a class is well planned it can fail or fall short due to the performance of the students, but in this case the knowledge shared by BROWN H. D.(2007) was also very useful. For this reason, the teacher should not only be prepared to give a class but they may also have to take care of the emotional side of them, since a teacher does not work with machines, he/she works with humans, which is why it is mentioned that the classes will not always flow as expected or as it is stated in the planning.

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